**Washburn University Department of Education**

**Summary Evaluation for Teacher Candidates**

The Summary Evaluation for Teacher Candidates is to be completed by the Mentor Teacher and the University Supervisor at the end of each student teaching field experience (and at midterm of a 16-week placement). The purpose of the form is to evaluate the preservice teacher based upon the categories of the evaluation (Learner and Learning; Content Knowledge; Instructional Practice; and Professional Responsibility). Based on formal and informal observations, it should take the Mentor Teacher or University Supervisor approximately 35-45 minutes to complete this form. If you have questions regarding the form or regarding the submission of this form, please contact the Director of Field Experiences at Washburn University (785-270-1473).

*Thank you in advance for hosting our Washburn Teacher Candidate in your classroom this semester and for completing this summary evaluation. Your feedback is valuable to our students and to our teacher education program.*

Teacher Candidate Name

First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Last Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teaching Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement Level: \_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Last Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teaching Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONSTRUCT 1: LEARNER AND LEARNING**

Kansas Standards: 1, 2, 3, 4, 5, 7, and 8 InTASC Standards: 1, 2, and 3

1. The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate the candidate does not or infrequently plans instruction based on the needs of all diverse learners, relies on a single teaching approach or resource, and the adaptation of instruction is often inappro-priate for the students’ learning needs. | Observations and data indicate that the candidate plans instruction that is partially based on the needs of all diverse learners, incor-porates several teaching approaches and resources, and provides some adapta-tions for students’ learning needs. | Observations and data indicate that the candidate plans instruction that is based on the needs of all diverse learners, uses a variety of teaching approaches and resources, and adapts plans and instruction to meet all students’ learning needs. |

1. The teacher candidate nurtures individual differences to establish a positive classroom culture.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently takes time to learn about students as individuals and learners and incorporates that knowledge to create a classroom culture of respect and rapport to meet the needs of all students. | Observations and data indicate that the candidate takes partial steps to learning about students as individual and as learners, and begins to use this knowledge to creative a positive culture that meets the needs of all students. | Observations and data indicate that the candidate spends time and effort to learn about students as individuals and as learners, then regularly incorporates this knowledge to create a positive culture of respect and rapport that meets the needs of students. |

1. The teacher candidate establishes a classroom environment conducive to learning.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently collaborates with students to promote student ownership of the learning and does not or infrequently main-tain a safe, respectful, and engaging learning environment. | Observations and data indicate that the candidate is beginning to collaborate with students to promote student ownership of the learning and how to maintain a safe, respectful, and engaging learning environment. | Observations and data indicate that the candidate regularly collaborates with students to promote student ownership of the learning and regularly maintains a safe, respectful, and engag-ing learning environment. |

**CONSTRUCT 2: INSTRUCTION**

Kansas Standards: 1, 2, 3, 4, 5, 7, and 8. InTASC Standards: 4, 5, 7, and 8

1. The teacher candidate demonstrates a thorough knowledge of content.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently displays know-ledge of the important content in the discipline and identifi-cation of possible student misconceptions. It also indicates that the candidate does not or infrequently uses strategies to build understanding of the content for all students | Observations and data indicate that the candidate displays limited knowledge of the important content in the discipline and identification of possible student misconcep-tions. It also indicates that the candidate is beginning to build understanding of con-tent for all students. | Observations and data indicate that the candidate displays knowledge of the important content in the discipline, uses multiple representations and explan-ations, understands how these relate to each other, and identifies student misconceptions. The candi-date regularly uses strat-egies to build a deep understanding of content for all students. |

1. The teacher candidate provides a variety of innovative applications of knowledge, including technology.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently uses problem solving, critical thinking skills, real world application of content, and technology to explore and deliver content. | Observations and data indicate that the candidate uses limited problem solving, critical thinking skills, real world application of content, and technology to explore and deliver content. | Observations and data indicate that the candidate regularly uses problem solv-ing, critical thinking skills, real world application of content, and technology to explore and deliver content. |

**CONSTRUCT 3: INSTRUCTIONAL PRACTICES**

Kansas Standards: 5, 6, and 8 InTASC Standards: 5, 6, 7, and 8

1. The teacher candidate uses methods and techniques that are effective in meeting student needs.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently plans activities that connect with district, state, and national standards to meet the needs of students. | Observations and data indicate that the candidate plans activities that partially connect with district, state, and national standards to meet the needs of students. | Observations and data indicate that the candidate regularly plans rigorous and challenging activities using objectives that align with district, state, and national standards to meet the needs of all students. |

2. The teacher candidate selects and uses appropriate assessments to measure learner progress.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently provides basic opportunities to demonstrate learning by using a variety of assessments. | Observations and data indicate that the candidate provides limited opportuni-ties for students to demon-strate learning by using a variety of assessments. | Observations and data indicate that the candidate regularly provides multiple opportunities for students to demonstrate learning by using a variety of assess-ments. |

3. The teacher candidate selects and uses appropriate assessments to inform instruction.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently uses student assessment data to inform future instruction. | Observations and data indicate that the candidate is beginning to use student assessment data to inform future instruction. | Observations and data indicate that the candidate regularly uses student assessment data to inform future instruction. |

4. The teacher candidate delivers comprehensive instruction for students.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicates that the candidate did not or infrequently uses strategies and available technologies to en-gage students in the learning process. | Observations and data indicate that the candidate uses some strategies and available technology to engage and challenge students. | Observations and data indicate that the candidate regularly uses a variety of strategies including available technology to engage and challenge students in a variety of learning situa-tions. |

**CONSTRUCT 4: PROFESSIONAL RESPONSIBILITY**

Kansas Standards: 9 and 10 InTASC Standards: 9 and 10

1. The teacher candidate engages in reflection.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently reflects on his/her practices | Observations and data indicate that the candidate is beginning to reflect on practices and is aware of opportunities for improve-ment. | Observations and data indicate that the candidate regularly reflects on his/her practice and seeks oppor-tunities for improvement. |

2. The teacher candidate engages in continuous professional development.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently participates in professional development. | Observations and data indicate that the candidate is beginning to participate in on-going professional develop-ment relevant to student learning. | Observations and data indicate that the candidate engages in ongoing, pur-poseful professional devel-opment relevant to student learning. |

3. The teacher candidate participates in collaboration.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently communicates with his/her mentor teacher and other teachers about school issues, including instruction. | Observations and data indicate that the candidate is beginning to communicate with his/her mentor teacher and other teachers about school issues, including instruction. | Observations and data indicate that the candidate regularly communicates with his/her mentor teacher and other school profes-sionals about school issues, including instruction. |

4. The teacher candidate takes advantage of leadership opportunities.

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| 1-Unacceptable | 2-Developing | 3-Target |
| Observations and data indicate that the candidate does not or infrequently demonstrates leadership skills by initiating, advocating, and/or leading activities. | Observations and data indicate that the candidate is beginning to demonstrate some leadership skills by initiating, advocating, or leading activities. | Observations and data indicates that the candidate regularly demonstrates leadership skills by initiating, advocating, and leading activities to improve and support student learning. |